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ABSTRACT

This staff development implementation guide, developed in Virginia, has been created to help program administrators and staff development facilitators answer the question, "What am I supposed to do tomorrow?" For program administrators, it includes procedures, guidelines, and recommendations for successful administration of an inquiry-based staff development program. For staff development facilitators, it provides tools they can use to assist practitioners in developing and carrying out inquiry projects. The brief first section of the guide describes the implementation process for inquiry-based staff development. It includes information on practice and professional development, the "systematic" side of the staff development system, and a model of Virginia's inquiry-based staff development system. Seven appendixes, which make up most of the document, include the following: (1) Virginia requirements for staff development; (2) the performance indicators for staff development; (3) learning plan forms; (4) resources for staff development facilitators; (5) resources for practitioners; (6) funding for staff development activities; and (7) evaluating staff development. (KC)

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ED 371 237

Inquiry and Action:

IMPLEMENTATION GUIDE FOR PROGRAM ADMINISTRATORS AND STAFF DEVELOPMENT FACILITATORS

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ADULT EDUCATION CENTERS FOR
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Inquiry and Action: Implementation Guide for Program Administrators and Staff Development Facilitators

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June 1994

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Introduction

Using This Guide

This staff development Implementation Guide has been developed to assist program administrators and staff development facilitators in answering the question, "What am I supposed to do tomorrow?" For program administrators, it includes procedures, guidelines and recommendations for successful administration of an inquiry-based staff development program. Staff development facilitators will find tools they can use to assist practitioners in developing and carrying out inquiry projects. The Guide is constructed for easy removal and duplication of materials since many are intended as handouts for practitioners. Also, from time to time, the Centers for Professional Development will send you additions to the Guide or ask you to replace items improved upon or outdated. You may want to add your own program-specific documents to the Guide so that all staff development related materials can be stored together.

Although this Implementation Guide focuses on the procedures -- the nuts and bolts, so to speak -- of Virginia's staff development system, it is the *spirit* of practitioner inquiry that lends the potential to transform practice and improve programs. Before launching an inquiry-based staff development program, read the entire document, Inquiry and Action: A Plan for Adult Education Staff and Professional Development in Virginia. Therein readers will be familiarized with the entire staff development system proposed for Virginia and the underlying philosophy intended to guide all activities.

All of the tools included in this Implementation Guide have been either developed or "field-tested" by Virginia's adult education program administrators and staff development facilitators who opted to pioneer this staff development approach during 1993-1994. These individuals were willing to face head on the vagaries of a large scale change process and the accompanying frustrations. The Office of Adult Education and the Centers for Professional Development are especially grateful for their contributions.

TABLE OF CONTENTS

Introduction: Using this Guide i

Implementing Inquiry-Based Staff Development

- Modifying Our Stance Toward Practice and Professional Development 1
- What's "Systematic" about the Staff Development System? 3
- Model of Virginia's Inquiry-Based Staff Development System 5

Appendices 6

1. State Requirements for Staff Development
2. The Performance Indicator for Staff Development
3. Learning Plan Forms
4. Resources for Staff Development Facilitators
5. Resources for Practitioners
6. Funding for Staff Development Activities
7. Evaluating Staff Development

Implementing Inquiry-Based Staff Development

Modifying Our Stance Toward Practice and Professional Development

Stated simply, inquiry-based staff development is professional learning driven by the questions practitioners have about their daily practice. It is learning directed by the practitioner. It is learning that takes place largely while we are engaged in the act of teaching or administering adult education rather than learning activities added on to our professional work life.

When we talk about practitioner inquiry, we find ourselves using language similar to the language that we would use to talk about other familiar adult education concepts -- self-directed learning, learner-centered education, participatory learning, experiential learning, action research, and even portfolio assessment, to name a few. We even use the same language to talk about practitioner inquiry that we might use to talk about the natural learning that occurs throughout our daily lives. Inquiry is not foreign to us although in the context of staff development it becomes more rigorous and systematic. What *is* new for us is having a state-supported system of services designed to accommodate fully the inquiry activities of the practitioners it serves.

As practitioners wanting to do the best possible job, we will always perceive certain gaps in our knowledge and skill. However, we need not be limited in professional development to filling those gaps. There is additional important work to be done. Through inquiry-based staff development, we become active participants in generating much needed new knowledge about adult literacy students and adult education practice. The new staff development system acknowledges the importance of developing one's own theory about practice by studying what happens and why.

For many, practitioner inquiry may seem "second nature". Others may find themselves, in the face of the new staff development system, modifying their stance toward both practice and professional development in the following ways:

- In inquiry-based staff development we are not simply putting into place ideas we are convinced will work. We employ new tools and strategies with an open mind and we study what happens. We develop our own theories about what works and why.

- We engage in inquiry for the purpose of improving our own practice as well as enhancing the overall quality of our programs. Consequently, the projects we undertake are often collaboratively developed among teachers, tutors, and program administrators and tie in to a shared goal.

- We approach workshops, conferences, professional reading, and other "expert" sources of information with a critical perspective. Knowing that no one is faced with precisely our situation, we use expert knowledge to inform but not determine our own theories and practices.

- In inquiry-based staff development work environments become our primary source of information. As teachers we might observe student interaction, study writing samples over time, examine assessment data, conduct interviews, maintain teaching journals, or be observed by colleagues. As administrators, we might engage in similar investigative activities to answer questions pertinent to our leadership and management roles.

- In inquiry-based staff development we do not rely on others to determine what we need to know and deliver knowledge to us. We identify challenging or intriguing issues and we investigate them.

- We are a lot more accountable when it comes to our professional learning in an inquiry-based system. When staff development was primarily conducted through workshops, others rarely knew how we used what we had learned or the outcome. The inquiry process, on the other hand involves us in studying the relationship between our actions and what happens with our students. The inquiry process also includes a component of sharing. We make our new knowledge available to others through informal sharing sessions, workshops, writing and even publishing.

What's "Systematic" about the Staff Development System?

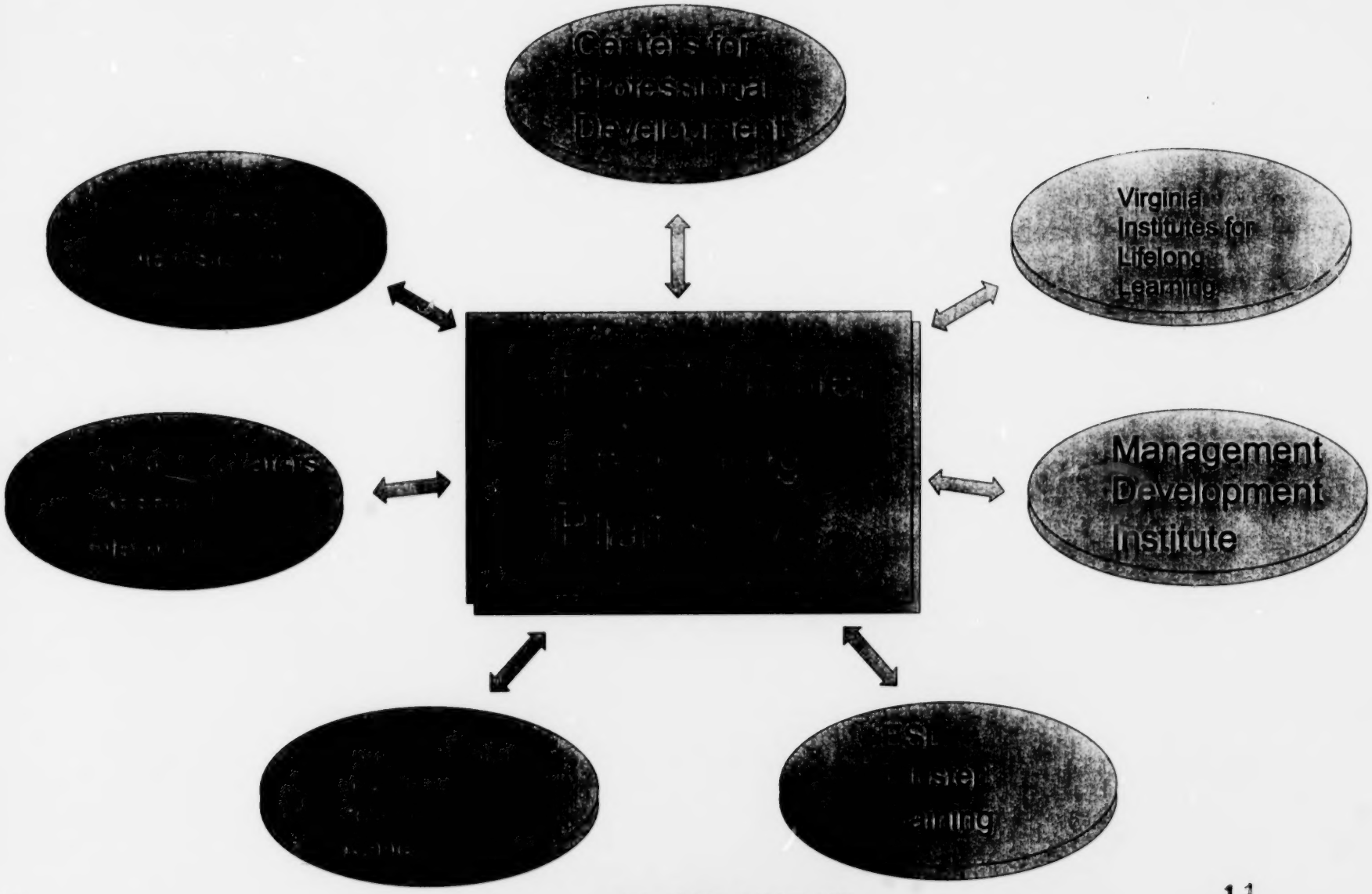
The model depicting Virginia's staff development system (p. 5) depicts practitioner learning plans as the central component. This design was chosen to illustrate the reciprocal relationship between practitioners and various staff development providers. A practitioner might actively seek resources and support from a system component yet also receive services initiated by that component. Learning plans "feed" the larger staff development system providing it the information it requires to be both responsive and pro-active in meeting your needs.

After learning plans are developed in the local program, they are forwarded to the Centers for Professional Development at Virginia Commonwealth University. The Centers maintain a statewide data base of practitioner learners and their projects. By looking at the entire scope of issues identified by Virginia's practitioners as being important, they are able to inform the other staff development service providers (shown in the model) of topic areas in which to concentrate their efforts. The Centers use the data base to encourage and support networks of practitioners with similar learning interests. They provide funding for expenses that might occur as practitioners pursue their learning projects. They initiate contact with individuals and groups of practitioners to offer guidance or resources. They also respond to requests for assistance by providing information and referrals. They continually fund regional workshops on popular learning plan issues as well as issues arising from program-wide or state-level concerns.

The Centers for Professional Development promote coordination and collaboration among all the different components of the staff development system. For instance, they are able to provide information from the learning plan data base to the Progress Newsletter to assist editors in planning themes for upcoming issues. The newsletter provides an important forum for sharing the learning that occurs through inquiry projects so that the entire adult education system benefits. Practitioners use the Progress classifieds to locate expertise existing among colleagues throughout the estate whom they may never have met. The Resource Center can use the information gleaned from learning plans to make purchasing decisions for books and other materials. In the not distant future, the Resource Center will also maintain an electronic bulletin board through which practitioners can share ideas and seek advice or support. The Research Network provides support and funding

to practitioners who want to develop their learning plans into even more rigorous and systematic classroom inquiries. The summer institutes provide a forum for practitioners to meet and discuss their inquiry projects or formally present the outcomes of their learning plans. Through the Management Development Institute, program administrators and directors develop and carry out inquiry-based learning projects, too. The MDI provides funding for the projects. They also design and deliver other professional development opportunities specifically for those working in management roles.

A system built around learning plans brings with it a certain amount of new paperwork for Virginia's teachers, tutors, and administrators. The planning forms must be completed and signed by all the parties involved, then they must be copied and mailed to the Centers for Professional Development. Revisions to the plans should be signed and forwarded also. Reimbursement Request forms must accompany all receipts submitted for payment. However, the relatively small amount of paperwork generated by learning plans results in a new level of support, resources, and guidance, as well as funding not otherwise afforded practitioners. Practitioners who *do not* have a learning plan on file at the Centers for Professional Development still have access to the services provided through the various components of the staff development system. They may still attend VAILL, still utilize the Resource Center, and still subscribe to the newsletter, for example. Staff development becomes systematic when one's own learning plan becomes part of a complex whole -- informing others and inspiring action, nurturing intellectual growth, and improving practice within the field.


Centers for Professional Development
Virginia Institutes for Lifelong Learning
Management Development Institute

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APPENDICES

1. State Requirements for Staff Development

A. Excerpt from the Adult Education Administrator Guide: "Professional Development"

The full Guide is available from the Virginia Department of Education, Office of Adult Education.

E. Professional Development

1. Backgrounds: As mentioned before, there is limited formal training and preparation for adult education. Thus, you will have a rich diversity among your staff. However, that lack of consistent training heightens the need for you to establish a strong support system for professional development.

2. Professional Development Plan: You and each of your staff should complete an annual self-development plan that identifies an area of professional competency, skill, or knowledge that needs enrichment.

One good option is to develop these plans during the yearly evaluative staff meeting cited in the next section.

3. Your professional development support system is expected to contain at least these four components:

- Pre-service for NEW staff is the basic training course that introduces the new staff member to our profession. It includes an orientation to the adult learner, adult instructional options and STEPS, and management of a multi-level, multi-subject class.
- Pre-service for ALL staff is your orientation session at the beginning

of the year to discuss plans, to see that everyone has the necessary supplies, to establish a supportive climate, and to discuss the action research or inquiry activities of the various staff members.

- Inquiry Based Professional Development can take a variety of forms. Each staff member has a self-development plan and is engaged in a learning activity of some type that is based on her or his individual learning needs. Some may be involved in an action research activity in the class, others may be doing independent study, and still others may be attending workshops or conferences on a particular topic. You should include funds in your budget to compensate teachers for these professional development activities and to provide them with the opportunity to report what they have learned.
- The Yearly Evaluative Staff Meeting, usually held late in the spring, offers the entire staff an opportunity to have input into redesigning the program activities. Using the performance indicators as a base, the staff examines the performance in comparison to the standards set for the year. New standards are set and strategies identified to continue to improve the quality of the program. This is also an opportune time to conduct self-evaluations and to prepare a revised self-development plan for the coming year. You may include funds in your budget to pay teachers for this professional development activity.

4. Resources: It is adult education's intent to enhance the staff support system. Therefore, fiscal priority is given to these activities. As a result, a number of orientation, training, renewal, inquiry, and professional development activities are available to all staff.

2. The Performance Indicator for Staff Development

A. The Program Quality Indicator for Staff Development.

A discussion of the performance indicator along with suggested measures and standards which programs can adapt and use.

THE PROGRAM QUALITY INDICATOR FOR STAFF DEVELOPMENT

By August 1994 all adult education programs in Virginia must identify measures and establish performance standards relating to the quality indicator for staff development. The indicator adopted by Virginia reads as follows:

"The program participates in a professional development process that responds to individual staff goals, learning styles, and cultural variations using both baseline and inquiry-based approaches, and supporting collaborative learning among practitioners."

The indicator for staff development was devised by the State Adult Education Advisory Committee. Authors of the indicator attempted to capture the spirit of Virginia's new staff development system which places practitioner inquiry at its center. Likewise, the Centers for Professional Development have devised strategies which could enable practitioner inquiry to thrive within adult education programs. Most notably, the **learning plan** was established as a means for practitioners to capture their questions about practice and for devising a plan for exploring those questions.

Learning plans do not imply learning alone. Through field-based information gathering rather than reliance on outside consultants and content experts, colleagues, students, and the daily occurrence of adult education practice become primary information sources for practitioner learners. Further, the learning plan approach encourages joint exploration of issues either by pairs or groups of colleagues. Thus, incorporating learning plans as a staff development approach enables a program to experience the kinds of collaborative learning the quality indicator expects. By utilizing learning plans, a program acknowledges that practitioners learn in a variety of ways in addition to workshops and conferences. Consequently, individual goals, learning styles, and cultural variations are respected within the staff development system. In addition to pre-service and inservice workshops which continue to be funded, and in addition to other "baseline" training opportunities to be provided by the state for new teachers, learning plans provide a particularly appropriate learning strategy for newly-hired practitioners.

Pelavin and Associates in their report, "Model Indicators of Program Quality" (1992), define the terms associated with our discussion.

Quality Indicator: **The variable** that reflects effective and efficient program performance.

Measures: **The data used** to determine the quantitative level of performance.

Performance Standards: **The level of acceptable performance** in terms of a specific numeric criterion.

While the indicator for staff development has been provided by the state, *each program is responsible for devising their own measures and performance standards.* To answer the question, "Are learning plans required?", we respond by stating that learning plans, specifically, are not required by the state. However, the characteristics of good staff development identified in the quality indicator are mandated. A program may devise other strategies besides the learning plan to respond to individual staff goals, learning styles, and cultural variations. Further, a program may devise means to enable practitioner inquiry other than the learning plan. However, practitioners *must* be enabled to engage in their own inquiry into practice and they *must* have access to the baseline information needed to perform effectively as adult educators. At this juncture, learning plans appear to be the best, most effective manifestation of quality staff development described in the indicator. Furthermore, the entire staff development system assumes full participation throughout the state in the learning plan approach. Practitioners who submit learning plans to the Centers for Professional Development gain access to support services, networking opportunities, and funding that would not otherwise be afforded them. While the state strongly encourages full participation in the learning plan approach, it remains open to alternative approaches that enable the characteristics of good staff development.

SUGGESTED MEASURES AND STANDARDS

Following are some **suggested measures** (sources of data) that programs could consult to assess the quality of their staff development program.

- Presence of pre-service and in-service staff development opportunities that include a program overview, philosophy and goals of the program, resources and strategies for engaging in professional development, and ongoing topics appropriate to adult learning (the baseline knowledge and skill component of the quality indicator).

- The occurrence of a learning plan development session in which practitioners devise a learning plan centered around a question arising from their own practice (the inquiry-based component of the quality indicator).

- The percent of staff having developed a professional development learning plan (See Section B).

- The percent of staff actively engaged in carrying out their learning plan during the year.

- The presence of opportunity for practitioners to collaborate with colleagues on learning plan projects.

- The presence of opportunity for practitioners to share what they have learned through learning plan projects.

- Feedback Response Surveys (See Section 7) indicating percent of practitioners experiencing purposeful ongoing learning, collaboration and collegiality among adult education staff, and relevant learning activities.

- Workshop Evaluations (See Section 7) indicating that practitioners experience positively the format and content of staff development sessions.

- The occurrence of a year-end evaluative staff meeting.

Following are some **example standards** (levels of acceptable performance) that programs could use to assess the quality of their staff development program. Keep in mind that standards will vary among programs. The purpose of presenting the example standards is more to provide the format for expressing standards rather than specifying expected levels of performance.

- The program provides one pre-service workshop for all staff and one pre-service workshop specifically for new adult education teachers in the fall of each year.

- The program provides one 3-4 hour learning plan development session for all staff in the fall of each year.

- 100% of staff on record at start of each program year have a learning plan on file at the Centers for Professional Development.

- 90% of staff actively engage in carrying out their learning plan throughout the course of the year.

- Two inservice workshops are provided for staff during the year which focus on popular learning plan issues *or* topics which the program or the state deem appropriate and necessary.

- Feedback response surveys indicate that 80% of practitioners experience purposeful ongoing learning, collaboration and collegiality among adult education staff, and relevant learning activities.

- 80% of practitioners rate the format and content of staff development sessions positively on workshop evaluation forms.

- One year-end evaluative staff meeting is provided and 90% of staff participate.

- Anecdotal evidence (informal conversations, observations by administrators and staff, evaluative data collected during year-end meeting) reveals that 80% of practitioners perceive a culture within the program that respects practitioner expertise and that encourages collaboration and collegiality.

- Anecdotal evidence (see above) reveals a culture within the program where 100% of practitioner recommendations arising from professional learning experiences are respectfully considered by the administration and implemented when appropriate.

3. Learning Plan Forms

1. The standard Learning Plan Form.

The original learning plan adopted by the Centers for Professional Development. A good format to use with practitioners developing learning plans for the first time.

2. Alternate Form A.

3. Alternate Form B.

4. Alternate Form C.

5. Alternate Form D.

6. Alternate Form E.

Learning Plan

Name:
Home Address:

Home Phone:
email:
I give permission for my address___ home phone___ to be shared with other adult education practitioners. Signature_____ Date_____

What am I going to learn? What questions will I pursue? ***(Objectives)***

How am I going to learn it? ***(Resources and Strategies)***

Resources Strategies

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How will I document or demonstrate my learning? ***(Evidence of Progress)***

What standards will I use to evaluate my learning? ***(Criteria for evaluating evidence)***

Target dates throughout my learning process. ***(Time Schedule)***

Learner's Signature and Date

Administrator's Signature and Date:

PROGRAM INFORMATION:
Name of Learning Plan Facilitator:
Program Name:
Mailing Address:
Phone Number:

Learning Plan

Name:
Home Address:

Home Phone:
email:

I give permission for my address___ home phone___ to be shared with other adult education practitioners. Signature_____ Date _____

ORIGINS OF YOUR QUESTION:

QUESTION:

DATA COLLECTION:

REFLECTING:

POSSIBLE OUTCOMES OF YOUR LEARNING:

CALENDAR:

Learner's Signature and Date

Administrator's Signature and Date:

PROGRAM INFORMATION:
Name of Learning Plan Facilitator:
Program Name:
Mailing Address:
Phone Number:

Learning Plan

Name:
Home Address:

Home Phone:
email:

I give permission for my address___ home phone___ to be shared with other adult education practitioners. Signature_____ Date _____

PROBLEM OR NEED TO BE ADDRESSED:

DISCUSSION ***(Continue on additional sheet if necessary):***

ALTERNATE FORM B

METHOD OF DATA COLLECTION:

DATA ANALYSIS:

EVALUATION PROCEDURES:

CALENDAR:

Learner's Signature and Date

Administrator's Signature and Date:

PROGRAM INFORMATION:
Name of Learning Plan Facilitator:
Program Name:
Mailing Address:
Phone Number:

Learning Plan

Name:
Home Address:

Home Phone:
email:

I give permission for my address___ home phone___ to be shared with other adult education practitioners. Signature_____ Date _____

MY SITUATION:

USUAL REALITY ***IDEAL***

WHAT I WANT TO FIND OUT:

HOW I'M GOING TO DO IT:

RESOURCES NEEDED:

TIMELINE:

Learner's Signature and Date

Administrator's Signature and Date:

PROGRAM INFORMATION:
Name of Learning Plan Facilitator:
Program Name:
Mailing Address:
Phone Number:

Learning Plan

Name:
Home Address:

Home Phone:
email:

I give permission for my address___ home phone___ to be shared with other adult education practitioners. Signature_____ Date _____

QUESTION:

HOW WILL YOU GO ABOUT INVESTIGATING YOUR QUESTION?

WHAT RESOURCES ARE AVAILABLE TO YOU?

WHAT RESOURCES DO YOU NEED?

CALENDAR:

COMMENTS:

Learner's Signature and Date

Administrator's Signature and Date:

PROGRAM INFORMATION:
Name of Learning Plan Facilitator:
Program Name:
Mailing Address:
Phone Number:

Learning Plan

Name:
Home Address:

Home Phone:
email:

I give permission for my address___ home phone___ to be shared with other adult education practitioners. Signature_____ Date _____

PURPOSE/AUDIENCE:

QUESTION(S)

WHAT I WILL BE TRYING:

ALTERNATE FORM E

How will I document or demonstrate my learning? ***(Evidence of Progress?***

What standards will I use to evaluate my learning? ***(Criteria for evaluating evidence)***

Target dates throughout my learning process. ***(Time Schedule)***

Learner's Signature and Date

Administrator's Signature and Date:

PROGRAM INFORMATION:
Name of Learning Plan Facilitator:
Program Name:
Mailing Address:
Phone Number:

4. Resources for Staff Development Facilitators

1. Model letter to practitioners describing inquiry-based staff development and the learning plan approach.

This letter can be sent to practitioners as it appears, or it can be adapted and sent on program letterhead under your signature. Sending the letter is optional but may be useful in preparing practitioners unfamiliar with learning plans.

2. Learning Plan Development Session - Facilitator's Guide

The Centers for Professional Development strongly recommend that learning plan development sessions be guided by this outline. Annual training for staff development facilitators in using the outline is provided by the CPD.

3. Roles and Responsibilities of Persons Working With Learning Plans

This chart serves as an information tool for staff development facilitators as well as a useful handout for practitioners.

4. Strategies for Supporting Learning Plan Activities

Ideas developed by experienced staff development facilitators and provided here for reference.

ADULT EDUCATION CENTERS FOR PROFESSIONAL DEVELOPMENT
Virginia Commonwealth University
4083 Oliver Hall, 1015 West Main Street, Richmond, VA 23284-2020
(804) 367-6158 (800) 283-0746 FAX: (804) 828-2001

Dear Adult Education Practitioner;

In the coming year, adult education teachers and administrators will be participating in a new approach to staff development in our state. This system was designed by practitioners like you. The purpose of this letter is to give you a brief perspective on where this change is coming from and what it will mean to you.

The new focus is on *inquiry-based* staff development. This way of doing staff development builds on what we know about learning in general, what we practice in adult education, and how we learn and grow as teaching professionals. *Inquiry-based* means that your questions are at the center of staff development. As educators, we know that learners are motivated when they need a better understanding of something that puzzles or challenges them. In teaching, learning how to teach seems to be a continuous process of adapting other people's ideas to our particular situation, or creating new ideas to respond to the unique needs of a particular learner, or group of learners. Exploring ways to teach successfully means using whatever resources and strategies work for us. These resources may be workshops and conferences, but are not limited to activities traditionally labeled as "staff development." In fact, many teachers would say that some of their best learning comes from their own reflection, close observation of what goes on in the classroom, and from input from other teachers.

As you embark on inquiry-based staff development, some aspects of your usual program of staff development will change. One of the major differences will be that you and your colleagues will come together so that each of you can write a learning plan which will help you plan your staff development for the period of the school year. The one-page planning form enables you to set down a question, issue, or concern which is relevant to you and your work and to choose the ways you are going to go about exploring that question in some depth. You also plan the evaluation of your learning and set your own standards for the results. The

plans are not "written in stone" and you are encouraged to revisit and revise them as needed. Those of us who have already experienced this process, found that it was very satisfying to feel in charge of our own learning and to have certain kinds of learning and inquiry that we had always done as part of our practice valued and recognized. We also appreciated the enhanced collegiality that developed as we wrote the plans together. However, most of us found it was really difficult to make realistic plans for ourselves and to look at our work objectively and critically. How we empathized with our learners whom we routinely put through the same goal-setting process!

At this point in the year, many of you are looking forward to some time off from adult education. In this interim time, relax and reflect on how far you have already come as a teacher. Visualize some of the changes you would like to see in your practice and how your learning could make them happen. These insights will prepare you for a successful learning plan session.

As the Centers for Professional Development staff person responsible for learning plans, I look forward to receiving your learning plan and becoming familiar with your learning project. Through practitioners' plans, I am able to connect networks of teachers with similar interests and help to provide the resources you need. You will aso be able to access funds for reimbursement for some of the expenses incidental to learning projects.

If you are curious to find out more about learning plans please do not hesitate call me at our toll-free number.

Sincerely,

Susan Joyner

Susan Joyner
Staff Development Coordinator

LEARNING PLAN DEVELOPMENT SESSION
FACILITATOR'S GUIDE

Introduction

The purpose of the ***learning plan development session*** is to have groups of practitioners from the same program or region come together to plan their professional development. The end-product of the session is a completed, signed learning plan form from each practitioner. The ideal learning plan shows a clear connection with the realities of practice. The plan provides for ongoing learning, (for example, by keeping a journal,) throughout the planning period. Good learning plans show that each practitioner has considered a wide range of ways to learn and strategies for gathering information for his/her project. They also describe evidence for learning and criteria for evaluating learning which clearly relate to the original objectives. Finally, a realistic timeline is essential for a learning plan to be successful.

As the facilitator of a learning plan session, you may find that some aspects of the process are unlike procedures for inservice meetings and workshops. First, the planning process builds in time for practitioners to ***reflect*** and consider a large number of possibilities and choices. The stages of the process which particularly encourage reflection are headed "divergent thinking" and direct practitioners to write in notebooks or journals. Secondly, the process has practitioners, in pairs or small groups, ***collaborate*** to help each other choose among the possibilities they have chosen. The stages of the process which particularly encourage collaboration are headed "convergent thinking." By attending to both these aspects of the session, practitioners are supported in writing plans which are true to the inner vision and learning style of each individual and yet build community in your program.

Conditions for successful learning plan sessions:

- ***Prepare*** participants for the session by sharing information about inquiry-based approaches in advance
- Promote ***continuity*** by scheduling the learning plan session early in the school year and making learning plans the starting point for all your staff development planning
- Allow plenty of ***time*** for the session
- Involve ***everyone*** in the session
- Build a learning ***community*** by having practitioners write their plans together
- Encourage the spirit of ***inquiry***: Ask, "How can you find this out?" rather than, "Let me fix this problem for you"
- Plan for ***follow up*** and ***support***

Learning Plan Development Session

Prior to the session you may wish to send out information introducing the concept of inquiry-based staff development, and the learning plan form for participants to review. Encourage people to be thinking about their own professional development and what they would like to learn or be able to do better. Also, invite people to call and talk to you and to one another before the learning plan development session takes place.

SESSION OBJECTIVES:

- ❑ To get to know one another better
- ❑ To introduce the philosophy, beliefs, and assumptions underlying the Virginia staff development plan
- ❑ To be facilitated through developing an individual learning plan
- ❑ To have a meaningful, workable learning plan
- ❑ To develop a community of learners which will support one another throughout the learning process

INTRODUCTION
10-20 minutes: Set the Tone

Brief statement of purpose

As you know, work in groups needs to be established by setting the tone. Whether a group is familiar with one another or new to one another or a combination, each time the group gathers, guidance is needed on why they are together and what is expected. This often works best if it is done after people have had an opportunity to interact with one another. Start with some sort of icebreaker--linked to the purpose of the gathering, to get people comfortable.

Get-acquainted exercise, directed at knowing one another as people, not just professionals.

Housekeeping details, i.e., restrooms, breaks, time frame, reimbursements, etc.

Return to statement of purpose, overview of activities and objectives.
Try to state purposes in a positive way. If you find yourself talking for too long (more than 10 minutes) or engaging in extensive question and answer, you may want to encourage people to ask additional questions at the break or talk to one another as the session proceeds.

Materials
For example:
- Letter to Adult Education Practitioner
- A Traditional View and a New Perspective
- The Promise of Practitioner Inquiry
- Inquiry and Action: Reflective Practice

Post objectives on chartpaper

Call the CPD for ideas for ice-breakers

Section I

30 minutes: What questions will I pursue? What I am going to learn?

*Provide people with a journal or several sheets of paper to use as they develop their objectives. The purpose of the next 10 minutes or so is to generate and write down a large number of potential learning objectives to choose from. Encourage participants to write down everything that comes to mind, regardless of its apparent relevance. They will have the opportunity to select and refine their thinking later. Read **Where do questions come from** to set the stage for their thinking.*

Materials

Journals or notebooks

Handout:
Where do questions come from?

DIVERGENT STAGE OF THINKING

1. Ask participants to reflect on their practice and what they would like to do better or learn more about. Have them jot those ideas down. Ask the following trigger questions, encouraging participants to write down what ever comes to mind.

Handout: Questions for Parts 1 and 2

- ❑ List some successes, things you are proud of
- ❑ Think of trouble spots, contradictions, concerns or intriguing aspects of your practice; jot them down
- ❑ Think of things that make you ask why?
- ❑ What would you like to be able to do better?
- ❑ What are you curious about?
- ❑ What would you like to have better organized?
- ❑ What's been bugging you in your professional situation over the last little while?
- ❑ What might be different this year in your professional environment?
- ❑ What might you need to know, do, or understand in order to address this change/difference in your setting?
- ❑ Who might you be working with?
- ❑ What might this year's learners/administrators/peers present for you as potential learning objectives?
- ❑ What opportunities would you like to take advantage of?
- ❑ What might you need to learn/do better in order to take advantage of those opportunities?
- ❑ What else would you like to accomplish in your professional setting?
- ❑ What program improvements would you like to see?
- ❑ What might you learn that could contribute to overall program improvement?

CONVERGENT STAGE OF THINKING

2. Now, reviewing the list of items you've generated, check off those which are:

Wall poster

- ❑ most pressing
- ❑ most important

- ❑ You most want to attain, achieve, or address
- ❑ You really need to follow through on

3. Get into a group of 3-4 and share the learning objectives you've marked.

4. Now, working individually once again, from those you have checked, select one or two that you would like to continue to work on and develop further. Before proceeding with these one or two, check the degree of **OWNERSHIP** you have over your learning objectives:

- ❑ Is this something where you can have **INFLUENCE** over the outcome? Can you make the decisions regarding this?
- ❑ Do you have sufficient **INTEREST** in this to spend the time required to be successful?
- ❑ Is this something that captures your **IMAGINATION** where you might pursue new or novel approaches to your work?
- ❑ Is there enough **TIME** in your life this year for you to follow through successfully?

5. In 12-20 words write your learning objective(s) on the first section of the learning plan form. Express your objective(s) in general terms which focus on your desired outcome. Start with words such as . . . . "I would like to be able to . . . ." or "I would like to learn to . . . ." or questions such as "What is the role of . . . ?' or "How do . . . ?" or "What procedures . . . ?" or "What happens when . . . ?" ~~or "What if . . . ?"~~

Spot check understanding by asking one or two participants to read their objective(s)/question(s) to the whole group.

Section II

20 minutes: How am I going to learn it?

DIVERGENT STAGE OF THINKING

1. Consider the following questions for each of your learning objectives. Jot down your thoughts on a separate piece of paper or in your journal.

- ❑ What information do you need--would you like?
- ❑ What questions might need to be answered?
- ❑ What work have you done in this area in the past?
- ❑ How have others attempted to address this issue?
- ❑ How might you find out what others have done?
- ❑ What other sources of information might be available?
- ❑ Who might you talk to about this objective?
- ❑ Who might help answer your questions--locally, statewide, nationally?
- ❑ Where might answers to your key questions be obtained?
- ❑ What activities might assist you in achieving this objective?

Materials

Wall poster

Learning plan form

Handout Questions for Parts 1 and 2
Journals or notebooks

2. Review the list of potential resources and strategies including local or regional resources. Check any of those that might prove useful for addressing your learning objective(s).

Materials
Handouts:
- Resources and Strategies
- Possible SD Actitvities
- Local/State lists of resources and SD opportunities

CONVERGENT STAGE OF THINKING

3. Focus again on your learning objectives, then mark any strategy or resource that seems particularly useful, accessible and relevant for you in pursuing these objectives.

4. Review the items marked and list below the strategies you think you will use and the order in which they might occur, if order is important. Some may occur simultaneously.

5. Now list the resources and strategies you intend to use to achieve those objectives in the second section of the planning form.

6. Share your learning objective(s) and the strategies you've selected with one other person. You and this person will share your work at the conclusion of each of the next steps of the process.

Learning plan form

Spot check understanding by having one or two participants read their resources and strategies to the whole group.

10 - 15 minute break

Section III

20 minutes: How will I document or demonstrate my learning?

DIVERGENT STAGE OF THINKING

1. Questions:
What might you produce to show progress toward your learning objective?
In what ways will you document your evidence of accomplishment?
How will you make your learning tangible for others to gain from?
What else might you do?
Who might be interested in your learning?
In what ways might you share your learning with them?
Where might your learning make a difference?
How might you get it there?
How will you put your learning into practice?

2. Share your thinking with your partner and gather ideas from one another which might be appropriate to your objective(s).

	Materials
CONVERGENT STAGE OF THINKING	
3. Select the most **VALID, APPROPRIATE, INTERESTING**, ideas. Select as many as seem **FEASIBLE** or **NECESSARY**.	Wall poster
4. Transfer them to part III of the planning form.	Planning form
	Journals, notebooks
Section IV **20 minutes: What standards will I use, etc.**	
Questions What will it take for you to be personally satisfied that your learning plan was successful? How might your evidence be judged? Against what standards? Who will do the judging?	
1. Review the list of criteria, the answers to the trigger questions and the sample learning plans. Now close your eyes and imagine your evidence of accomplishment. See it completed to a level and standard that is acceptable to yourself. Describe that completed product and the standards of judgment, what words are you using? When you have a complete picture and a list of 4 or 5 words, open your eyes and write down your thoughts.	Journals, notebooks
2. Share your evidence and criteria with your partner, provide one another with feedback.	
3. Select the criteria and means of validating evidence which is most appropriate to your learning objective(s).	
4. Transfer your selected items to part IV of the planning form.	Planning form
Section V **10 minutes: Time schedule**	
Think about how long this learning activity may take. List the major activities you will have to undertake. Look at a calendar. Mark potential key target dates. Transfer these dates to the planning form.	Your program's calendar for the school year
30 minutes: Peer group review and norming	
Create groups of 4-5 people. These should be people who are interested in, but unfamiliar with your learning plan. You should try to find people that you have not worked with yet this session. Each of you will share your plans with one another. Each person will have 5 minutes to share their entire plan and receive feedback. While you are sharing consider the questions on the handout.	Handout: Small Group Questions to Consider

Materials

- ❑ Are there other objectives that might be considered?
- ❑ Do the learning strategies seem reasonable, appropriate and efficient? Help one another consider other strategies or resources that would be appropriate.
- ❑ Does the evidence seem relevant to the various objectives? Is it convincing? Would it convince you? Help one another consider other evidence, if appropriate.
- ❑ Are the criteria and means of validating the evidence clear, relevant and convincing? Help one another consider other ways to validate the evidence.
- ❑ Does the time schedule seem reasonable, feasible and complete? Help one another consider other alternatives, if appropriate.

Wrap up

20 minutes: Transfer ideas to learning plan form and review reimbursement procedures

Learning plan form
Reimbursement form

ROLES AND RESPONSIBILITIES OF PERSONS WORKING WITH LEARNING PLANS

ROLE	*GETTING STARTED*	*KEEPING GOING*	*GETTING FUNDED*	*TRANSITIONS AND CLOSURE*
Program Administrators	• Designate a staff development facilitator for the program (regional specialist, lead teacher, volunteer or yourself). • Notify the CPD by November 1st that you intend to use learning plans as a staff development approach. This assures that funds for your staff will be set aside for learning plan expenses. • Enable your learning plan facilitator to attend the summer training session offered by the CPD. • Consider attending the learning plan development session with your staff and collaborating on a	• Review each completed learning plan forwarded to you by the staff development facilitator. Sign plans as a commitment to encourage individual professional growth throughout the year. • Provide ongoing encouragement and support to practitioners. Show an interest in their learning projects. • Share your own professional learning with others or continue involvement in a collaborative learning project.	• Review each request for reimbursement forwarded by the practitioner or staff development facititator. Assure that expenses fall within the guidelines provided by the CPD and that they correlate with the learning plan on file • Sign each Reimbursement Request Form and forward to the CPD for payment.	• Provide acknowledgement to practitioners for their staff development efforts at the year-end evaluative staff meeting. • Learning Projects often lead to recommendations for program improvement strategies. Be open to the ideas generated by practitioners through their projects. If implementing their recommendations is not possible, enable practitioners to understand program constraints. • Re-establish your commitment to practitioners' professional growth by looking ahead

ROLE	GETTING STARTED	KEEPING GOING	GETTING FUNDED	TRANSITIONS AND CLOSURE
Program Administrators *(Continued)*	learning project with them.			with them to the coming year. Acknowledge that some plans will continue while celebrating those projects brought to closure. Remind the staff that new plans will be developed, and continuing plans will be revised early in the fall.
Staff Development Facilitators	• Attend the summer training session offered by the CPD in facilitating development of learning plans. • Facilitate a learning plan development session with staff early in the fall. • Following the learning plan development session, provide a process for practitioners to	• Recommend learning resources - materials, people, readings, etc. • Be a resource for information but do not assume the responsibility for "teaching" what someone has set out to learn. • Meet periodically with practitioners to review progress, share ideas, and motivate.	• Provide practitioners with Reimbursement Request Forms and inform them of the amount of funding available for learning projects. • Provide a process for practitioners to negotiate learning plan funding. • Forward completed Reimbursement Request Forms to the program	• Provide opportunities for practitioners to share the outcomes of their learning projects at the year-end evaluative staff meeting. • Acknowledge the professional development efforts of all staff and celebrate particular achievements. • Provide an

ROLE	GETTING STARTED	KEEPING GOING	GETTING FUNDED	TRANSITIONS AND CLOSURE
Staff Development Facilitators *(Continued)*	negotiate the learning plan funds allotted to the program. • Provide individual guidance to practitioners who may need this in order to develop a meaningful and realistic plan. • Provide copies of the completed learning plans to the program administrator for signature. • Mail signed copies of the learning plans to the CPD within 30 days of their development.	• Organize and promote activities such as sharing sessions and study groups within the program or throughout your region.	administrator for signature. • Review periodic financial statements provided by the CPD or request as needed. Keep practitioners abreast of the fund balance.	opportunity for staff to evaluate their professional development experience. • Look forward to the coming year by reminding practitioners that their continuing plans will be revised or new plans developed in the fall.
Practitioners	• Reflect on your practice and identify an issue or concern to pursue through an inquiry project. • Attend the learning plan development	• Consider your students, your classroom, and your colleagues to be key information sources as your pursue your project.	• With your colleagues, negotiate how the program's learning plan funds will be spent. Consider each person's estimated expenses and	• Share the outcomes of your learning project with colleagues during the year-end evaluative staff meeting. Consider presenting your work at summer

ROLE	GETTING STARTED	KEEPING GOING	GETTING FUNDED	TRANSITIONS AND CLOSURE
Practitioners *(Continued)*	session organized by your staff development facilitator. • Propose a written learning plan of what and how you want to learn. • Set up a time frame or schedule that allows you to work on the learning plan. • Estimate expenses that might be incurred throughout your learning project.	• If you are having problems with the learning plan, are stuck and need motivation, need information, or want feedback , contact your staff development facilitator. Take inititative to get assistance when you need it.	determine the best use of funds. • As you incur expenses, complete the Reimbursement Request Form and provide original receipts. Submit the form to your staff development facilitator or program administrator.	conferences or through publication. • Complete and return the feedback survey sent to you by the CPD during the Spring. • Consider how you might revise your plan if it will continue into the next year. Begin thinking about issues in your practice that you might want to explore through a learning project next fall.
The Centers for Professional Development	• Provide training for staff development facilitators during the summer. • Inform each participating program of the amount of funds available for learning	• Provide an acknowledgement letter to each practitioner in the learning plan data base. • Provide guidance and support to staff development	• Review and process Reimbursement Requests received from practitoners for learning plan expenses. • Provide periodic statements of reimbursement	• Disseminate a Feedback Survey to each practitioner in the learning plan data base. • Provide results of Feedback Surveys to each program along with a summary

ROLE	GETTING STARTED	KEEPING GOING	GETTING FUNDED	TRANSITIONS AND CLOSURE
Centers for Professional Development *(Continued)*	plan expenses. • Enter all plans received into a statewide data base of learning projects maintained at the CPD.	facilitators as needed. • Continually review the data base of learning plans. Provide resources, guidance and support directly to practitioners throughout the year. • Encourage the development of study groups, and practitioner networks. • Share learning plan topics with planners of all statewide staff development projects (Summer Institutes, Newsletter, Resource Center, etc.) to encourage responsive, integrated services.	activity and fund balances to staff development facilitators.	report of responses received statewide. • Encourage practitioners to present their progress and outcomes at summer institutes or through publication.

Strategies for Supporting Learning Plans

Recommendations and comments regarding the implementation of individualized learning plans were adapted from notes taken at the Specialists/Program Planners' Meetings in Luray in June 1993 and 1994. Participants had been asked to devise strategies for supporting learning plans/activities within their respective programs.

Getting Started

1. In order to support a plan we need to understand the background of a teacher's situation and the intent of his/her plan.

2. Developing the question fully during the learning plan session seems crucial. If you don't ask a question, how can you show growth?

3. Remember that the learning plan captures a moment in time---one's thinking during that particular session on that particular day. It's important to stress that the plan can be continually revised.

4. Providing copies of sample learning plans that practitioners can relate to is very helpful.

5. Don't throw too much at them at one time during the learning plan development session.

6. Hearing what others have done helps teachers make connections and get ideas.

7. Learning plans are a great tool to use with new teachers who have a lot to learn. The administrator needs to help the new teacher determine what needs to be learned in the first year or so. New teachers will need lots of help during the learning plan.

8. [Time for] peer sharing during the learning plan session is extremely important and tends to go very well.

9. Start the session by looking at one's own learning style.

10. Start in the realm of personal experience. Build on what people already know.

11. Present learning plans as a great opportunity to explore important issues that are unique to one's own practice.

Keeping Going

1. Ask everyone to share their learning plans with each other during a staff meeting.

2. Have participants decide whether they want to pair off or form study groups in order to share information and resources, and/or to collaborate on research. They can choose to group themselves by like objectives, interests, geography, or simply convenience. Some may want to expand their collaboration to include others contacted through electronic/ telephone networks.

3. Think of new ways to create networks of learners.

4. Brainstorm ideas about times and ways ILP participants can get together on a regular basis.

5. Help create a system whereby participants can get regular feedback on their learning plans. Incorporate some novel feedback opportunities.

6. Hold periodic staff sessions to share progress, barriers, and solutions. Ask participants how often they would like to give progress updates.

7. Find innovative ways to remind each person of his/her time line and to help people stay focused on their commitments (buddy system, small group).

8. Keep participants' learning objectives before you by posting a chart that lists their names, addresses, phone numbers, and learning objectives.

9. Support participants by passing on articles, materials, and resources that are relevant to their individual learning plans.

10. Identify a mentor program that teachers can refer to as a model for establishing one of their own.

11. Organize site visits where helpful.

12. Form study groups to read literature on certain topics recurring in learning plans.

13. Sponsor discussion groups for people identified through the electronic network who are working on similar objectives.

14. Advise everyone of the functions and benefits of the ABE Resource Center, Research Network, Electronic-Mail, and VAILL and VAACE conferences so that full advantage is taken of these resources.

15. Develop a reciprocal or collaborative structure with key people (cohorts) for interviews, teacher exchanges, etc.

16. Compile lists of conferences, institutes, and workshops on relevant topics.

17. Consider ways the larger program can support individual projects within the learning plans.

18. Create a talent bank within the group so that people can support one another. This can be accomplished in a number of ways. You might pass around everyone's ILP with an index card attached. People can offer assistance by signing the index card and stating what talent (or information, service, etc.) they will share to assist the owner of the ILP with his/her learning objective(s). Or you could develop a form whereby you enlist people to state what talents they have that they are willing to have pressed into service wherever applicable.

19. Reconvene staff development facilitators and administrators as a support group to report progress on our individual learning plans; we can also review how well we have been able to incorporate the use of learning plans within our programs and reassess our strategies.

20. When following up on the progress of individuals, refer specifically to their planned *activities*. Don't simply refer to their "learning plan", but rather, "How do your students seem to be reacting to the math manipulatives?" "How are you feeling about the portfolio assessment study group?"

21. Share newsletters, journal articles, and your own ideas with learning project participants as you become aware of them Continually let people know that you are aware and supportive of their projects.

22. Teaming teachers with similar interests [at follow-up meetings] may inspire enthusiasm.

Closure and Transitions

1. Encourage people to use the Progress Newsletter, teleconferences, VAILL and VAACE as forums to share their learning.

2. Create an informal newsletter for sharing experiences, questions and successes with each other.

3. Post successes on bulletin boards.

4. Use the year-end evaluative staff meeting to share successes and launch ideas for next year's learning plans.

5. [To start over] let experienced teachers facilitate the learning plan session.

6. [To transition into the next learning plan year] start with an experienced core group that even includes ones you consider "burned out" or "resisters". Put them in charge of successfully implementing the approach.

5. Resources for Practitioners

1. "The Promise of Practitioner Inquiry"

2. Where Do Questions Come From?

3. Resources and Strategies

4. Staff Development Activities: Classroom Based Activities and Non-Classroom Based Activities

5. "Inquiry and Action: Reflective Practice"

6. The Potential of Inquiry-Based Staff Development

7. Roles and Responsibilities of Persons Working With Learning Plans (See Section 4)

The Centers for Professional Development encourage the use of these as handouts during the learning plan development session.

Prepared by Cassie Drennon for the National Center on Literacy Education (ERIC DIGEST) 4/94

The Promise of Practitioner Inquiry

Introduction

Practitioner inquiry has emerged in adult literacy education and staff development as a powerful approach toward improving practice. A variety of activities occur under the umbrella of practitioner inquiry, all of which are, by their nature, grounded in the knowledge and questions held by practitioners (Fingeret and Cockley, 1992). Characteristics of inquiry intersect with those of other adult education concepts such self-directed learning, reflective practice, learner-centeredness, and action research. However, Lytle, Belzer, and Reumann (1992) lend shades of distinction by defining inquiry as a "social and collaborative process" through which practitioners, contribute *new* knowledge within programs and to the larger adult education field.

This digest looks at some thinking that underlies practitioner inquiry and explains the phases of activity in an inquiry process. Examples of practitioner inquiry projects are described, followed by some common concerns with the approach. Observations of what happens when practitioners conduct inquiry are included, indicating its promise for the field. The digest concludes by identifying some changes that must take place if inquiry is to be viably implemented as a staff development process.

Some Underlying Assumptions

Having traveled a long, yet circuitous, path through the social sciences and K-12 education, (See Holly in Lieberman and Miller, 1991 for an historical overview) practitioner inquiry has relatively recently arrived on the ABE and ESL scene. Proponents of practitioner inquiry tend to share these views:

- The knowled e transmission model of staff development is insufficient. Although traditional workshops expose participants to new ideas and may renew enthusiasm for teaching, "there is little evidence that this approach works well and more reason to believe that it seldom leads to noticeable improvement or change in professional practice" (Osterman & Kottkamp, 1993).

- Staff development should be consistent with what we know from cognitive science (Fingeret & Cockley, 1992); "Knowledge is useful only in so far as it enables persons to make sense of experience. It is gained from the 'inside'" (Berlak & Berlak, 1981, cited in Osterman & Kottkamp, 1993).
- The voices of practitioners have been largely absent from the field of research, yet, practitioners are uniquely positioned to provide an inside view of practice in adult literacy education (Lytle, Belzer, Reumann, 1993).

The Process of Inquiry

A first step for those interested in inquiry might be to link with or establish a network among colleagues who share this purpose. Inquiry can also occur collaboratively between university and field practitioners or between practitioners and students. The participants in an inquiry project engage in these ongoing activities:

- ***Reflecting*** on practice and identifying a problem, issue, question, or concern.
- ***Gathering*** information through observation, study groups, interviews, study of records including student work, test scores, lesson plans, etc., case studies, video and audio recordings of classroom life, professional reading, workshops and conferences, and more.
- ***Studying*** the information gathered -- analyzing, interpreting or critiquing the information.
- ***Planning*** some action to be taken such as a new approach, strategy or other intervention.
- ***Implementing*** the action plan.
- ***Monitoring and evaluating*** the changes that occur and judging the quality of the changes.
- ***Sharing*** what one has learned through informal sharing sessions with colleagues, facilitating workshop session, or writing and publishing.

The process described here is action-oriented. However, inquiry can occur without initiating change per se, but rather by examining present circumstances, exploring ideas, or developing one's own theory. Lytle, Belzer, and Reumann (1993) add that practitioner inquiry is *not* field-testing the ideas of others, nor is it simply implementing a new strategy which one is already

convinced will work. Instead, it is a process of generating ideas through reflection and examination of practice and exploring the implications of those ideas within the practitioner's setting. A useful resource for practitioners interested in the starting an inquiry project is The Adult Educator's Guide to Practitioner Inquiry (see bibliography).

Practitioner Inquiry in Action

A number of practitioner inquiry communities are developing around the nation. For example, Virginia adopted an inquiry-based staff development system for adult educators in 1993. Throughout the state, groups of practitioners develop inquiry projects with the guidance of locally trained staff development facilitators. Also, the Virginia Adult Educators' Research Network promotes and supports inquiry by organizing study groups, by training practitioners to review literature, conduct interviews or analyze data, and by publishing practitioner research reports. Hundreds of practitioners in Virginia are currently exploring a broad range of questions through their inquiry projects such as "What are the factors that contribute to social bonding among ESL students and what is the relationship between social bonding and student retention among LEP students?", and "What happens when I use dialogue journals with inmates in my detention center literacy class?"

In Rhode Island, a group of ESL teachers were dissatisfied with tests available to measure learner progress. They initiated an action research process to address, among other things, the ways in which to help learners see their own movement and gains in literacy (Isserlis, 1990). Their research efforts resulted in the development of an evaluation grid through which learning and change could be meaningfully gauged.

In Philadelphia, practitioners from a number of adult literacy agencies are participating in the Adult Literacy Practitioner Inquiry Project (ALPIP). As a field/university community of practitioner-researchers, the group's purpose is to simultaneously implement and investigate inquiry-based staff development (Lytle, Belzer, & Reumann, 1993). During bi-weekly seminars teachers, volunteers, and administrators discuss critically the research of adult literacy education as it relates to the their own inquiry projects. Some research questions being pursued through the ALPIP project are, "What happens when I facilitate collaborative writing workshops in my classroom?", and "What happens when I use African American literature to teach various concepts, rather than life

skills or job related reading materials?" There are additional examples of practitioner inquiry projects scattered around the country.

Challenges to Inquiry

A number of practical concerns have been cited by practitioners implementing inquiry-based approaches. They include:

- **Time:** Although we speak of inquiry as an activity imbedded in, not added on to, practice many claim that time must be built into practitioners' schedules if they are to engage in reflection, meet with colleagues, study the literature and research of the field, analyze data, and document classroom activity.
- **Trust:** Historically, teaching has been conducted largely in private. If practitioners are to be expected to make public the problematic aspects of their work life, then the culture of the workplace must change to invite greater levels of trust among teachers and between teachers and administrators.
- **Support:** If inquiry is to inspire program level innovation, then support for the process and its outcomes must be clearly articulated and sustained by program administrators. Support includes not only a exhibiting a genuine interest and providing ongoing encouragement, but also a willingness to adapt new ideas.
- **Expectations:** Some practitioners enter into the inquiry process with great expectations for bringing about significant, often long-awaited changes, only to find that policies in the larger system constrain particular innovations. (Testing and assessment may be one such area.) The question here is whether the practitioner inquiry movement is a viable impetus for policy level changes, or whether it may serve to further discourage some already disenfranchised workers.

The Promise of Practitioner Inquiry

Practitioner inquiry has significant positive benefits that make it worthwhile to take on the challenges it poses. For example, Goswami and Stillman (1987) describe what happens to teachers when they conduct research:

- Their teaching is transformed in important ways: they become theorists, articulating their intentions, testing their assumptions, and finding connections with practice.
- They step up their use of resources; they form networks; and they become more active professionally.
- They become rich resources who can provide the profession with information it simply doesn't have.
- They become critical, responsive readers and users of current research, less apt to accept uncritically others' theories, less vulnerable to fads, and more authoritative in their assessment of curricula, methods, and materials.
- They collaborate with their students to answer questions important to both, drawing on community resources in new and unexpected ways.

Practitioner inquiry does not disclaim traditional staff development methods. However, it requires participants to interact in nontraditional ways with knowledge, resources, colleagues and programs (Drennon, 1993). Fitting inquiry into *existing* structures is problematic. One by one, work environments will have to be redesigned to accommodate the kinds of collaboration and collegiality which inquiry demands. Further, the culture of the workplace must adopt a stance which legitimizes practitioners as both researchers *and* reformers. In short, successful implementation within systems requires commitment on the part of all stakeholders to a set of values and beliefs honoring the vitality of practitioners as knowledge makers within the system.

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Where do questions come from?

- from observation of persistent learner behavior
- from listening to adult learners talk
- from curiosity about our own expertise
- from colleagues talking informally to one another

SAMPLE LEARNING RESOURCES AND STRATEGIES

RESOURCES

Adult Students
Peers/Colleagues
Administrator
Regional Specialist
Content Expert
State Department Personnel
Books
Journal and Magazine Articles
Other Printed Material
Audiotapes
Films/Videotapes
Computer Programs
Programmed Instruction
Case Study Materials
Games/Simulations
Skill Practice Exercises
Photographs
Records/Data
Television Programs
Teleconferences
Electronic Network
Newsletter Articles
Professional Organizations
Summer Institutes
Research Network
Resource Center
Centers for Professional Development
Colleges and Universities
Professional Meetings
Regional Literacy Coordinating Committee
Related Agencies and Institutions

STRATEGIES

Reading
Writing Literature Reviews
Writing Book Reviews
Writing Reflection Papers
Writing Research Papers
Conducting Action Research
Journal Writing
Writing Newsletter or Journal Articles
Observing Colleagues
Team Teaching
Peer Coaching
Visiting other Programs/Sites
Developing Curriculum Materials
Developing Simulations/Role Plays
Developing a Resource Handbook
Preparing a Case Study Analysis
Collecting Data
Developing an Audiovisual Presentation
Conducting Focus Groups
Conducting Interviews
Conducting a Game/Role Play/Simulation
Participating in a Workshop/Seminar
Participating in Sharing Sessions
Participating in Book Discussion Groups
Participating in a Study Group
Participating on a Committee
Preparing and Presenting Workshops
Mentoring a Colleague
Taking a College Course

Staff Development Activities
Group I: Classroom-Based Activities

Activity	What Is It?/Why Do It?	What's Needed?
Peer Coaching	Two (or more) teachers pair up to help each other, usually by observing each other's classes and providing non-judgmental feedback.	a) Two (or more) teachers with a common interest b) An extra person to take responsibility for the classes (program coordinator, volunteer teacher, paid substitute, etc.) or some other way to free up teachers to visit each other c) Time for each pair to meet and talk
Peer Observation	Two (or more) teachers pair up to observe each other's classes without necessarily doing any follow-up	a) and b) from Peer Coaching
Mentor Coaching	A more-experienced teacher acts as mentor or coach for a less-experienced teacher, usually by observing classes and providing feedback	a) A more-experienced teacher and a less-experienced teacher who basically get along and trust each other b) and c) from Peer Coaching
Class Observation	A less-experienced teacher visits the classes of a more-experienced teacher without necessarily doing any follow-up	a) from Mentor Coaching b) from Peer Coaching
Guest Teaching	One teacher visits another teacher's class to "guest teach," usually to demonstrate a particular approach or technique or activity or to deal with a specific content area	a) One teacher with a particular sort of experience and another without that sort of experience b) from Peer Coaching
Audio/Video Taping	Classes are taped so that teachers can observe themselves and (with permission) each other	a) Audio or video equipment and staff or others with the ability to run it b) Permission of the students to tape c) Time for teachers to review tapes
Teacher Research	A practitioner chooses some aspect of his/her teaching that s/he wants to look into and think about over time; often involves keeping a journal	Time to record and reflect

Group II: Non-Classroom-Based Activities

Activity	What Is It?/Why Do It?	What's Needed
Study Groups	Practitioners meet one or more times to explore, read about, and discuss something together--a specific article, chapter from a book, video or film, curriculum, etc. or a broader issue, topic, or problem	a) Two or more practitioners with a common interest b) Commitment to the group c) Time to meet and to prepare for meetings d) Copies of material to read or view
Teacher Sharing Groups	Practitioners meet to discuss problems, to provide help and support, and to share good ideas and things that have worked	a) Two or more practitioners with a common interest in sharing and in supporting one another b) Time to meet
Report-Backs	Practitioners who attend workshops, conferences, or other staff development events outside the program share information and ideas from those events with other practitioners	a) Practitioners who attend staff development events outside the program b) Time for staff to meet
Program Exchange	Practitioners at two or more programs visit each other's programs to compare and discuss policies, curricula, etc. (This could also involve visiting classes)	a) One or more practitioner(s) from each program who are able to visit the other program OR the ability to arrange a joint meeting for all staff at both programs b) Time for staff to meet
Group Projects	Practitioners work together on a project, such as developing a new curriculum, new materials, or a new program component	a) Something at a program that needs to be produced or developed by a group of practitioners b) The program goal(s) match the practitioners' individual learning objectives c) Time to meet and to work on the project
Dissemination Projects	Staff write an article or prepare a workshop that shares their ideas and experiences with others in the field (For example, for state ABE newsletter, or VAILL)	a) Interest on the part of one or more practitioners in writing an article or preparing a workshop b) Time for staff to work on the project
Student Feedback	Practitioners elicit information from students through questionnaires, surveys, writings, and meet with them to discuss the program, get feedback from them, hear problems and suggestions, etc.	a) Commitment on the part of practitioners to listen to what is said and to act on it b) Program climate that encourages students to participate in this way c) Interest on the part of students in participating
Independent Study	Individual practitioners study topics of interest on their own	a) Individual agenda of goals or interests, whether narrow or broad b) Individual self-discipline to carry out the agenda c) Access to appropriate resources for study

Adapted from article by Steve Reuys, Adult Literacy Resource Institute, MA, Oct.-Nov., 1991

Inquiry and Action: Reflective Practice

Adult Education Centers for Professional Development

What is "Reflection"?

Think about the students you taught today. What worked? What didn't work so well? Why? Did you try anything new? What were your students' reactions? Would you try it again? If so, what would you do differently? This is reflective thinking and an effective form of reflective practice.

Specifically, reflection is ***taking the time to think through and analyze our past performance in order to improve our future performance.*** In retrospect, we can see the consequences of our behavior, teaching techniques and interaction with students. We can determine what was effective and what was not. Then, we can go one step further, which is the crucial step, and conceptualize ways to improve in the future.

Practicing Reflection

Reflection can take several different forms, but it is very adaptable. Each of the ideas below can be altered to suit individual needs:

- Take 5 minutes at the end of each class. Think through or write down reflections on that class and what happened. Record observations, student reactions, and any questions you may have or want to research. What can you do to improve the next class?

- Take 15 minutes at the end of each day to reflect in thought, or to write down ideas in a log or journal. Record the same types of ideas mentioned in the 5-minute method. Question every aspect of teaching. This end of the day approach revitalizes and educator to take on a new day, open to new ideas in the profession.

- Find a "mentor". Write brief notes in a loose-leaf notebook or journal and, on a regular basis, let that person read your notes and make comments. He/she should be able to interact with the journalist's writing in three ways: 1) With Vision. The mentor should have the ability to see where the writer is going professionally and help make that vision clear. 2) With Challenge. The mentor should have the ability to push the journalist to new ways of thinking and understanding. 3) With Support. The mentor should have the ability to give positive feedback and express belief in the journalist's ability to achieve and grow as an educator.

- Seek out knowledgeable peers in order to discuss, question and analyze performance. Some authors have suggested forming small groups in which members can reflect on each other's questions. One proven value of the small group approach is that assumptions we hold as educators can be scrutinized, sometimes for the first time. We may discover those assumptions are actually groundless. It is then that we can rethink those assumptions previously held as unquestionable and open ourselves up to approaches and research that will move us forward.

The Benefits

In today's very complicated, fast paced lifestyle, it is extremely difficult to carve out time for one more task. But practitioners exhort us to make the time for some type of reflection because the benefits received are far-reaching and may not be attained in any other way for instance:

- Reflection takes unconscious behavior and brings it to consciousness, then asks, "how can I do this better next time?" It converts insightful thoughts to action which may have never been realized otherwise.

- Reflection helps us break habits; it helps us change the way we do things.

PAGE 1

It can change the way we see our practice, and ourselves as educators.

- Reflection is risk-free. No one can see our journal (or hear our thoughts) without our permission. Emotions, opinions, questions and ideas can all be stated and explored with no hindrances. In this environment, we are more likely to discover or devise new approaches that otherwise would not have been considered.

- Reflection can turn teacher into "teacher-researcher". The educator is, in fact, researching his or her own work. In this role, one takes ownership for solving problems and for personal development and learning.

In summary, reflection takes time and work, but pursued thoughtfully and consistently, it can be a powerful tool for improving ourselves as educators.

For More Info About Reflective Practice

- Miller, Janet L., (1990) Creating Spaces and Finding Voices: Teachers Collaborating for Empowerment. State University of New York Press, New York.

- Schon, D.A. (1983). The Reflective Practitioner. New York: Basic Books.

- The Adult Learner (1992). 3 (entire issue.)

This report on reflection was prepared by Susan Holt. Susan is an ABE teacher at the Adult Career Development Center in Richmond Virginia and a teacher researcher through the Virginia Adult Educators' Research Network. She is currently researching the impact of reflective journal writing on adult educators and their practice.

End Note

Virginia's new staff development system, with its emphasis on "inquiry", invites you, the practitioner, to develop your own professional development learning projects. In an inquiry based staff development system, you can use a wide range of strategies such as reflection, study groups, peer coaching, professional exchanges, case studies, and more, to pursue answers to questions that you face when teaching. Not all, but many of the problems we face as adult education practitioners simply cannot be addressed through inservice workshops or conferences. Rarely do we find a "trainer" who has experienced exactly what we are facing in our classrooms. Sometimes we're faced with issues for which no answer has yet been discovered.

You can actively participate in the development of new knowledge by asking "new" questions and seeking answers to those questions by using your daily experience, your students, and your colleagues as key resources.

Virginia's new staff development system supports you in this effort. Reports such as this one are one of the many ways we hope to provide you some assistance.

For More Info About Staff Development Opportunities In Virginia

The Adult Education Centers for Professional Development, 1-800-237-0178.

THE POTENTIAL OF INQUIRY-BASED STAFF DEVELOPMENT

When practitioners...	Then these kinds of benefits become possible...
plan their learning together	Collegiality and collaboration develop across programs
have time to reflect and plan their own learning	Staff development becomes more purposeful and deliberate
ask questions about their work that relate to tensions between present realities and more ideal situations	Practitioners adopt a critical stance to their work. They become aware of areas of change and growth in the context of their practice
plan to use a variety of resources, including learning from colleagues and adult students	Learning is imbedded in, not added to, practice
continually revise their plans	Staff development becomes more ongoing
choose their own ways to learn from many options	Learning becomes more teacher-centered and self-directed
plan ways to evaluate their learning and set standards for themselves	Practitioners take responsibility for their own learning
send their learning plans (through their administrator) to the Centers for Professional Development	Connections are created among practitioners statewide
discover new knowledge through their learning projects	Programs and the field of Adult Education benefit from new knowledge generated for field experience
share their knowledge with others	Leadership is fostered among practitioners

6. Funding for Staff Development Activities

1. Practitioners Learning Plans - Guidelines for Reimbursement

To be provided as a handout for practitioners during or following the learning plan development session.

2. Practitioner Learning Plans - Request for Reimbursement Form

Must be provided to the Centers for Professional Development in order to generate expense reimbursements. You may want to provide as a handout to practitioners after they have developed their plans.

3. Practitioner Learning Plans - Periodic Financial Statement (Example)

A detailed record of practitioner learning plan expenses. Provided periodically by the Centers for Professional Development or at any time when requested.

4. Regional Workshop Proposal Form

Used primarily by regional specialists to plan and request funding for training workshops.

5. Regional Workshops - Guidelines for Funding

Serves as a reference for regional specialists when budgeting for training workshops.

6. State of Virginia Travel Reimbursement Form (Example)

Used by all personnel requesting travel reimbursement from the state. Original forms are available on request from the Centers for Professional Development.

PRACTITIONER LEARNING PLANS
GUIDELINES FOR REIMBURSEMENT

☑ **Is a learning plan on file at the CPD for each practitioner seeking funding support?**

☑ **Were learning plan funding decisions negotiated among groups of practitioner colleagues?**

☑ **Were funding decisions based on the following assumptions or guidelines? :**

- The activity, material, item, or other resource serves as a means for professional learning.
- The interests of our students or our program are ultimately being served through funding of this particular professional development activity, material, item, or other resource.
- Instructional materials are being purchased in order to pursue such questions as "What happens with my students when I use this particular material or approach?"
- The activity being funded is attendance at a conference or workshop, and the conference or workshop topic relates to a specific learning plan.

☑ **Have the following restrictions on learning plan funds been considered?**

- No dues to professional organizations.
- No costs associated with graduate credit courses (tuition, fees, books, travel, etc.).
- No ongoing support costs for equipment such as maintenance costs or users fees.
- No instructional materials for student use unless they are used specifically in an inquiry project.
- No expenses related to other 353 projects such as VAILL registration fees or travel to VAILL.
- No costs that are funded through other adult education or 353 budgets.
- No other expenses considered non-allowable by the State of Virginia such as car rental insurance; travels costs that are higher than would have been incurred if the traveler took advantage of the most economical fare; an increase in travel because the traveler elected to combine vacation with the trip; entertainment functions; souvenirs and gifts; lost or stolen articles; alcohol; laundry services; payments for fines such as parking tickets or towing; excessive meals and lodging.

☑ **Are original receipts provided for the CPD?**

☑ **Have both the administrator and the practitioner signed the Reimbursement Request Form?**

Revised 5/31/94

REIMBURSEMENT REQUEST

Name of Practitioner: _____

Home Address: _____

_____

_____

Phone: ( ) _____ Social Security Number: _____ - _____ - _____

Address of Program: _____

_____

_____

Name of Administrator: _____

Date(s) of Activity: _____

Brief description
of activity: _____

Description of Expenses **Amount**

*List each item separately and attach **original** receipts (copies not acceptable).*
Attach a state travel voucher for mileage, lodging, meals and other travel related expenses.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

This is to certify that the above expenses were negotiated between the administrator and the participant(s).

Administrator Signature: _____

Practitioner Signature: _____

Please make check payable to: _____

LEARNING PLAN EXPENSES: EXAMPLE ONLY

Teacher/Vendor	Meeting	Study Group	Conference	Site Visit	Workshop	Class	Research	Site Library	Books	Other	Deduct	Balance
Initial Amt.												$480.00
Florence Kingsley (VAACE)			$100.00								$100.00	$380.00
Linda Loma (copies from ERIC search)							$12.80				$12.80	$367.20
Hazel Gaston (modem)										$100.00	$100.00	$267.20
Viking Press (books)		$83.14									$83.14	$184.06
Trina Gentry (Even Start prograza)				$21.02							$21.02	$163.04
Jossey-Bass Inc., Publishers (books)								$33.29			$33.29	$129.75
Dr. D. Zimmerman (learning disabilities)					$130.00						$130.00	($0.25)
											$0.00	($0.25)
											$0.00	($0.25)
											$0.00	($0.25)
											$0.00	($0.25)
											$0.00	($0.25)
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											$0.00	($0.25)
											$0.00	($0.25)
											$0.00	($0.25)
											$0.00	($0.25)
											$0.00	($0.25)
											$0.00	($0.25)
Subtotal	$0.00	$83.14	$100.00	$21.02	$130.00	$0.00	$12.80	$33.29	$0.00	$100.00	$480.25	

REGIONAL WORKSHOPS - GUIDELINES FOR FUNDING

In order to serve increasing needs, the following guidelines will apply for all workshops funded through the Centers for Professional Development.

Meals: Budget $1.66 per person/per workshop hour.

For example: A 3-hour workshop serving 35 people would qualify for $174.30 for reimbursements for refreshments ($1.66 x 3 x 35).

For workshops of four hours or more you can ADD $1.50 per person. **For example,** a 4-hour workshop serving 50 people would qualify for a total of $407.00 for reimbursements for refreshments ($1.66 x 4 x 50 = $332.00 + $1.50 x 50). Part of this money could be used for coffee breaks and part could be used for snacks or a meal.

Consulting fees: The normal consulting rates will apply for "outside" consultants (an outside consultant is someone not employed by the program receiving the service). The consulting rates are $45 per hour for consultants holding a bachelors degree, $60 per hour for a masters degree, and $75 per hour for a doctorate. (These are new rates effective 7/1/94.) The maximum consulting rate per day for workshops is $260. Practitioners who share knowledge, skills, and abilities with colleagues in their own program may not be paid as consultants through the CPD. However, practitioners who are invited by other localities to consult may be compensated.

Travel: Mileage to and from workshops will be reimbursed at 24 cents per mile. Participants should be encouraged to car-pool as often as possible. We strongly discourage travel reimbursement requests for under $10.00 because of the high cost of processing them. Mileage may be accumulated until the $10.00 minimum is reached, but then submitted on a timely basis. Regardless of the amount, all vouchers should be submitted before the end of the fiscal year, June 30th.

Meeting room space: When conducting workshops at hotels, be aware that usually a meeting room fee will be waived if coffee breaks or meals are purchased. Most hotel policy is negotiable. Always ask for a free meeting room first. Avoid renting any equipment or making copies through hotels.

Copying: Copying should be done locally whenever possible. The CPD will reimburse the cost of paper for copies made in-house. For other copying, reimbursement will be made up to 6 cents per page. (This is a rule of thumb that speaks more of the Copy Center's general price range, not of the actual copying expenses you incur. Try to go somewhere that charges in this range for single copies.) If copying cannot be done locally within these guidelines, master copies should be provided to the CPD 2-3 weeks in advance of the workshop; copies will be made and shipped.

WORKSHOP PROPOSAL

Applicant Name:_____ Workshop Title:_____

Program:_____ _____

Address:_____ Date:_____

_____ Facility:_____

_____ Locality:_____

Phone:_____ Region/PD:_____

Office hours if Part-time:_____ Est. Participants:_____

1. Please state your training need addressed by this proposal and how the need was determined.

2. Please state clearly and concisely, the learner objectives for this session.

3. Workshop Agenda (list times and events). Please be as specific as possible.

4. ** Staff/Consultant. (Pleases provide name, address, and phone number.)

**** IF CONSULTANT IS NOT LISTED IN THE DIRECTORY OF MASTER TEACHERS AND QUALIFIED CONSULTANTS, YOU MUST INCLUDE THEIR RESUME OR OTHER STATEMENT OF QUALIFICATIONS.**

CATEGORIES	PROPOSED BUDGET	DO NOT WRITE IN THIS COLUMN ADJUSTMENTS TO BUDGET
CONSULTANT:		
Honorarium		
Travel		
Per Diem (room & board)		
FACILITY:		
Meeting Rooms		
Meals		
Coffee Breaks		
PARTICIPANTS:		
Travel		
(# of participants x .24/mile x avg. miles)		
INSTRUCTIONAL SUPPLIES:		
Handouts		
Books & Pamphlets		
Programs		
AV Rental		
Other (list)		
	PROPOSED BUDGET	ADJUSTED TOTAL:

Additional services requested: (check all that apply and include cover memo detailing your request, if necessar

- Ship workshop folders _____
- Order educational materials _____
- Copy handouts _____
- Mail pre-publicity materials _____
- Other (please specify) _____

APPROVED:

Centers for Professional Development Date

BEST COPY AVAILABLE

TRAVEL EXPENSE REIMBURSEMENT VOUCHER

DEPARTMENT, INSTITUTION, OR AGENCY
Ed Studies/Centers for Professional Development

PREPARE WITH INK OR TYPEWRITER. USE ADDITIONAL SHEETS WHEN NECESSARY.

S.S. # 300-46-9314

Name: Kirk Lallendorf
Address: 237 Topping Lift Lane
Apt. D8
City: Deltaville
State: VA Zip: 23729-
Vendor ID: Suffix:

PERSONAL VEHICLE USE STATEMENT - STATE EMPLOYEES ONLY
__ PERSONAL VEHICLE - COST BENEFICIAL TO THE STATE - PERSONAL MILEAGE RATE
__ STATE VEHICLE - NOT AVAILABLE OR ACCESSIBLE - PERSONAL MILEAGE RATE
__ STATE VEHICLE - AVAILABLE OR NOT REQUESTED - FLEET RATE

I HEREBY CERTIFY THAT EXPENSES LISTED BELOW WERE INCURRED BY ME ON OFFICIAL BUSINESS OF THE COMMONWEALTH OF VIRGINIA AND INCLUDE ONLY SUCH EXPENSES AS WERE NECESSARY IN THE CONDUCT OF THIS BUSINESS.

STATE EMPLOYEE? ☐ YES ☒ NO

SIGNATURE OF TRAVELER: Kirk Lallendorf DATE: 7/6/94

TITLE: ABE Teacher

I HEREBY CERTIFY THAT THE TRAVEL UNDERTAKEN IN THIS REIMBURSEMENT VOUCHER HAS BEEN REVIEWED AND APPROVED AS NECESSARY FOR THE CONDUCT OF BUSINESS FOR THE COMMONWEALTH.

(LEAVE THIS SPACE BLANK - DO NOT SIGN)
TRAVELER'S SUPERVISOR DATE

1 DATE 1994	2 LOCATION AT WHICH EXPENSE WAS INCURRED. POINTS BETWEEN WHICH TRAVEL WAS NECESSARY, METHOD OF TRANSPORTATION USED AND MILEAGE RATE ALLOWED. EACH DAYS EXPENSES MUST BE SHOWN SEPARATELY.	3 MILES TRAVELED	4 MILEAGE OR FARES X .24	5 AUTO EXPENSE (ITEMIZE IN SECOND COLUMN)	6 MEALS NO.	6 MEALS AMOUNT	7 LODGING (SHOW PULLMAN SEPARATELY)	8 OTHER (ITEMIZE IN SECOND COLUMN)	AMOUNT
6/29	Roundtrip from Deltaville to								
	Richmond	148	35.52						35 52
	Left home @ 8:30 a.m.								
	Arrived home @ 3:45 p.m.								
	Lunch				1	5.84			5 84
	TOTALS	148	35.52		1	5.84			41 36

I certify all computations are correct and that all necessary and required receipts are attached
Initial _____

VOUCHER NUMBER | DATE (MM/DD/YY)

PURPOSE OF TRIP

__ CONFERENCE __ PRESENTATION __ EXTRADITIONS
__ ATHLETICS __ INVESTIGATIONS X FIELD WORK
__ RECRUITMENT __ EDUCATION X OTHER (EXPLAIN)

Advisory Board Meeting
VCU - Richmond
June 29, 1994

TOTAL SHEET 2	
TOTAL SHEET 3	
GRAND TOTAL	41 36
AMOUNT ADVANCED	
Payment/(Due To Agency)	

TRANS	AGENCY	GLA	FUND	DET	FFY	PROGRAM	SUB	ELE	OBJECT	REVENUE SOURCE	AMOUNT	PROJECT	TK	PH

CODE	FIPS	PSD	AGENCY REFERENCE	INVOICE DATE	INVOICE NUMBER	DUE DATE MM	DD	YY	REFERENCE DOC NUMBER	SX	✓

DESCRIPTION	CURRENT DOCUMENT NUMBER	SX	SUBSIDIARY ACCOUNT	MULTI-PURPOSE	1099

☐ CHECK IF CONTINUATION SHEET ATTACHED

DA 02 041 (4/91)

7. Evaluating Staff Development

1. Practitioner Learning Plans - Feedback Survey

Sent directly by the Centers for Professional Development in the spring of each year to practitioners engaged in learning projects. Results will be forwarded to the program's staff development facilitator.

2. Practitioner Learning Plans - Reflective Learning Worksheet

An optional form which staff development facilitators might wish to adapt and use.

3. Regional Workshops - Workshop Evaluation Form

Regional specialists provide a copy of this form to each participant in regional workshops. Completed forms must be provided to the Centers for Professional Development following the event. An evaluation summary is prepared by the CPD and returned to the presenter and regional specialist.

Feedback Survey on Learning Plans

(For practitioners who have written learning plans for staff development)

Your experiences and opinions on learning plans are important in helping your program and others implement this process in the future. Please take a few moments to respond to this survey. The survey is optional, and your name is not required on the form.

The introduction of learning plans for teachers and administrators is expected to lead to an enhancement of existing staff development activities. As practitioners decide what and how they should learn, possible outcomes might be more purposeful and ongoing learning, enhanced collaboration and collegiality among adult education staff and more relevant and creative kinds of learning activities. Please take a few minutes to share your thoughts and experiences by responding to the following questions:

1. Describe the status of your learning plan right now.

2. What happened as a result of your engaging in this kind of staff development?

3. Learning plans are intended to promote ongoing staff development, honor teacher expertise and professionalism, and encourage collaboration. What changes could be made to make your learning plan experience come closer to these ideals?

INQUIRY BASED PROJECT
REFLECTIVE LEARNING WORKSHEET

1) Did this project proceed as proposed? Yes___ No___
   If no, comment on the change.

2) Did you achieve your objectives? Please elaborate.

3) What are the most important learnings you gained from this project?

4) If applicable, will you be incorporating these learnings into your teaching? Yes___ No___
   If yes, how?

5) In which settings do you plan to share your results (VAILL, Inservice, teachers' meetings, National Conference, other.)

6) Did this work raise another question you would like to pursue? Yes___ No___
   If yes, what is the question?

7) Would you like to explore this question by participating in a research project through the Adult Educators' Research Network? Yes___ No___

* *Adapted from materials developed by the Arlington Education and Employment Program.*

CENTERS FOR PROFESSIONAL DEVELOPMENT
WORKSHOP EVALUATION

Workshop Title:_____ Location:_____

Presenter:_____ Date:_____

	POOR				SUPERIOR
1. Goals of the workshop:	1 (Unclear; diverse)	2	3	4	5 (Clear; shared by all)
2. Organization of workshop:	1 (Chaotic; very poorly done)	2	3	4	5 (Very well organized flexible; all went smoothly)
3. Attitude about workshop:	1 (Boring; waste of time; don't like the way it was presented; disliked it)	2	3	4	5 (Interesting; was helpful; liked it)
4. Content of workshop;	1 (Did not learn much; not information too much process; not enough content)	2	3	4	5 (Learned a lot; I'll be able to appropriate to my needs)
5. Productivity of workshop:	1 (Didn't accomplish goals; no useful ideas emerged; it got us nowhere)	2	3	4	5 (Got a lot done; met goals; very fruitful; something will come of this session)
6. Leadership of workshop:	1 (Not good at all)	2	3	4	5 (Very competent)
7. Relevance of workshop:	1 (Does not apply at all to my work)	2	3	4	5 (Content is very useful to my work)

8. Which topics/activities were most useful?

9. Which topics/activities were not particularly useful?

10. Overall, how would you rate this workshop?

____ Excellent ____ Quite good ____ Fair ____ Poor